



# Four Year Plan

2019-2023



- Make It Real
- Make It Visible
- Make It For Everyone





## MISSION



Buffalo Trail Public Schools is committed to maximizing student learning, in a safe and caring environment, supported by a highly effective team.

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## VISION



To be dynamic leaders in empowering students to be caring, responsible, and contributing global citizens with a passion for learning.

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## VALUES

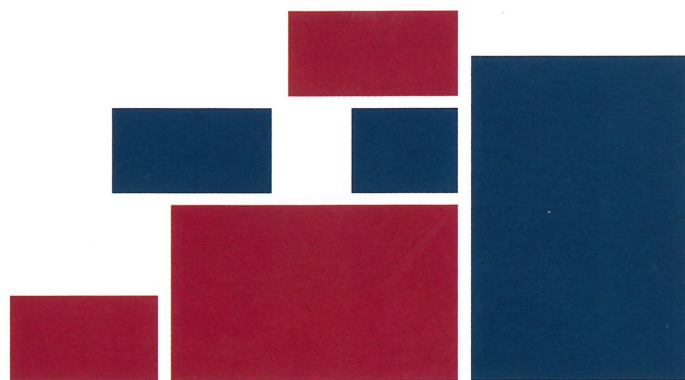


- Demonstrate integrity and transparency
- Encourage innovation and collaboration
- Embrace diversity and belonging
- Provide opportunity and choice
- Celebrate success and recognize excellence
- Take ownership and exhibit accountability



# 2019 - 2023 Four Year Plan

Children have an innate love of learning. From an early age, they are curious and want to know the what, where, how and why of everything they encounter. At **Buffalo Trail Public Schools**, we build upon our students' inquisitive nature by encouraging them to develop and test their own ideas, seek new perspectives, gather and analyse information, and draw new insights to help them grow to be strong, critical thinkers. We know that when students learn how to learn - that is to acquire, create, connect and communicate knowledge in a variety of contexts - we are helping them build the confidence and habits of mind to become life-long learners and successful citizens. Our educators play a key role in this process. Building upon the foundational skills of literacy and numeracy, our educators help students learn how to ask the right questions and how to find, process and analyse information. Students are taught to develop ideas and construct meaning by clarifying and expanding their thinking. Under this balanced approach, students learn how to set goals, document their learning and reflect on their growth - three skill sets that prepare them for a successful future. As presented in our **2019-2023 Four Year Plan** - we are pleased to outline a continuation of this journey to our communities.



**Our four-year education plan** is organized around the five primary domains within education.

Our primary domain is Student Growth and Achievement. Our students' success and well being is impacted daily by Teaching and Leading along with strong Learning Supports determined by effective Governance while Attending to Local and Societal Context.

**Student Growth and Achievement** refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations. Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.

**Teaching and Leading** refers to teachers and leaders analysing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimal learning for all. Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate their respective professional practice standards (Teacher Quality Standards\*, Leadership Quality Standards\* and Superintendent Quality Standards\*).





**Learning Supports** refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimal learning for all. Public assurance occurs when the public has trust and confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all learners are welcomed, cared for, respected, and safe.

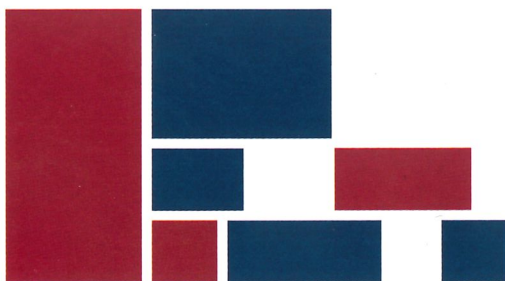


**Governance** refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimal learning for all; Public assurance occurs when the public has trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

**Attending to Local and Societal Context** refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students. Public assurance occurs when the public has trust and confidence that the education system responds pro-actively to local and societal contexts.



We anticipate local and societal needs and circumstances and then we respond with understanding.





# Fourteen Elements to Provide Assurance

(also known as our desired states)

## Within the Domain of Student Growth and Achievement

1. Students apply knowledge, understanding and skills in a variety of real-life contexts and situations based on student learning outcomes and competencies as outline in the *Alberta Program of Studies*.
2. Students will learn perseverance when faced with challenges, adversity and failure and to creatively build and foster resilience and coping skills.
3. Students will exhibit strong literacy, numeracy, communication skills and inclusive attitudes to be productive global citizens.



## Within the Domain of Teaching and Leading

4. Teachers and leaders will collaborate with appropriate stakeholders to provide authentic learning opportunities that respect our local and societal contexts.
5. Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, societal and economic circumstances of all.
6. Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimal learning environments for all.
7. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.



## Within the Domain of Learning Supports

8. Learning environments will be a place where students, staff and parents feel proud, safe, welcomed while engaging in an interactive and innovative space that utilizes outside community resources to enhance and complement the whole child.
9. Learning environments are agile and flexible enough to meet the diverse needs of students by providing the appropriate technology, learning supports and structures so that all students find success.
10. Infrastructure (technology, transportation, buildings) supports learning and meets the needs of BTPS students, families, staff and our communities.



## Within the Domain of Governance

11. The BTPS Board will continue to advocate for the success of rural education.
12. The BTPS Board engages stakeholders to form a shared vision for learning which reflects local and provincial priorities and allows for equitable access to supports and services for all.
13. The BTPS Board will develop fiscally responsible policies that support the shared vision of all community partners. Implementation of policy is coherent with provincial and division goals.

## Within the Domain of Attending to Local and Societal Context

14. BTPS Board and Staff attend with agility and flexibility to the distinct learning needs, mental health, interests, aspirations and diverse cultural, social and economic circumstances of all students.





# 2019 - 2020 BTPS School Year Calendar

August							September							October							November						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9
4	5	6	7	8	9	10	8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16
11	12	13	14	15	16	17	15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	27	28	29	30	31	24	25	26	27	28	29	30		
25	26	27	28	29	30	31	29	30																			

December							January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							1	1	2	3	4	5	6	7
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	29	30	31					

April							May							June							July												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
				1	2	3	4						1	2																1	2	3	4
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11						
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18						
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25						
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31							

Legend		Days of School	
<span style="background-color: #008000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Holiday	<span style="background-color: #000080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Convention / ATA PL Day	<b>Students</b>	<b>Teachers</b>
<span style="background-color: #808080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> First Student Day of Semester	<span style="background-color: #FF0000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Celebration Day	<b>Semester 1</b>	89
<span style="background-color: #800080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Teacher Directed	<span style="background-color: #FFC0CB; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> School Learning Day	<b>Semester 2</b>	89
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> BTPS Learning Day	<span style="background-color: #8B4513; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Central Office Closed	<b>TOTAL</b>	<b>178</b>
<span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Day-in-Lieu			<b>199</b>

Student Non-Attendance Dates			
August 27	Teacher Directed	November 11	Remembrance Day
August 28	School Learning Day	November 12	Designated Day-in-Lieu (Parent Teacher Interviews)
August 29	BTPS Learning Day	November 29	BTPS Learning Day
August 30	Teacher Directed	December 13	School Learning Day
September 2	Labour Day	Dec 23-Jan 3	Christmas Break
October 10	Celebration Day	January 31	School Learning Day
October 11	Designated Day-in-Lieu (Staff Meeting)	February 3	Teacher Directed
October 14	Thanksgiving Day	February 13&14	ATA Teachers' Convention
October 25	School Learning Day	February 17	Family Day
November 8	ATA Professional Learning Day	March 6	BTPS Learning Day
		March 20	School Learning Day
		April 10	Good Friday
		April 13-17	Easter Break
		May 1	School Learning Day
		May 14	Designated Day-in-Lieu (Staff Meeting)
		May 15	Designated Day-in-Lieu (Parent Teacher Interviews)
		May 18	Victoria Day
		June 29	Teacher Directed

\*\* Central Office Closure will be July 20th - August 4th, 2020

The first day for students is **September 3rd, 2019**. **February 4th, 2020** is the first day of Term 2. **June 26, 2020** is the last day of school for students.

**Please be reminded that when inclement weather does not allow us to operate our buses, schools will be open, classes are occurring and student learning continues. As with any absence, students who miss material will be provided with an opportunity to receive instructional material through an alternate means or catch up on missed school work upon return to school.**

Students are required to be in attendance until the last day of school as identified by the BTPS Board Approved Calendar. Final exams at the Grade 7 to 9 level will occur during the last five student days each semester. During non-examination times, tutorials, course review and alternate activities will occur. Final exams in non-diploma course at the Grade 10 to 12 level will occur during the last five student days each semester. During non-examination times, tutorials, course review and alternate activities will occur. Final exams in diploma courses will occur as described in

the Alberta Education Diploma exam schedule ([www.education.alberta.ca](http://www.education.alberta.ca)) and submission of marks will occur the day prior to the diploma marks submission date. During non-examination times, tutorials, course review and alternate activities will occur.

The 2019-2020 school calendar provides for instructional time for students that exceeds the requirements set by Alberta Education for instructional hours at the Grade 1-9 levels of 950 hours and at the Grade 10-12 levels for 1000 hours. The total student days in this year's calendar equals 178 days.



# Did You Know?



- Approximately 4000 students, from Kindergarten to Grade 12, attend Buffalo Trail Public Schools.
- The division covers approximately 14,250 square kilometres in East-Central Alberta.
- The division employs approximately 525 full and part-time teachers and support staff.
- The division has 28 school sites (including eight Hutterite Colony Schools, one Outreach site, one distance learning site and 18 other schools serving students, in varying grade combinations, from ECS-Grade 12).
- The residents of Buffalo Trail Public Schools are served by nine trustees, each representing a ward in the division.
- Over the past several years, Buffalo Trail Public Schools has had one of the highest percentages of student high school graduation rates in the province.
- The division is also recognized for having one of the highest student transition to post-secondary rates in the province.
- We serve the learning needs of children in 28 communities across 4 different Municipal Districts and Counties.
- We operate bussing for four different school jurisdictions and 5 Private Early Childhood Service Operators.
- We have 99 bus routed that travel 13,973 km every day.
- The total distance travelled by our busses over the course of one year is equivalent to 64 times around the earth or 7 round-trips to the moon.

**Buffalo Trail Public Schools**

**Regional Division No. 28**

**is located in the province of Alberta, Canada.**



## Our Schools

Amisk School	780-856-3771
Autumn Leaf Colony School	780-842-2221
Clandonald School	780-853-2122
Creighton Colony School	780-763-2221
Dewberry School	780-847-3051
Dr. Folkins Community School (Chauvin)	780-858-3744
Edgerton Public School	780-755-3810
E. H. Walter School (Paradise Valley)	780-745-2277
Highland View Colony School	780-856-2367
Holt Colony School	780-754-2823
Hughenden Public School	780-856-3640
Innisfree Delnorte School	780-592-3963
Irma School	780-754-3746
J. R. Robson Jr. Sr. High School (Vermilion)	780-853-4177
Kitscoty Elementary School	780-846-2822
Kitscoty Jr. Sr. High School	780-846-2121
Mannville School	780-763-3615
Marwayne Jubilee School	780-847-3930
Percy Lake Colony School	780-593-2220
Provost Public School	780-753-6824
Ribstone Colony School	780-842-8027
Rosewood Colony School	780-842-7175
South Ferriby Colony School	780-847-2515
Students Online (Dewberry)	780-847-3639
Vermilion Elementary School	780-853-5444
Vermilion Outreach School	780-853-2111
Wainwright Elementary School	780-842-3361
Wainwright High School	780-842-4481

## Board of Trustees

Darcy Eddleston - Chair	780-745-2370
Lanie Parr - Vice Chair	780-847-4211
Sheldon Archibald	780-754-2850
Rose Gorniak	587-217-2159
Marie Isaman	780-842-7334
Jim King	780-853-7040
Barry Livingston	780-753-7752
Bruce Marriott	780-853-0048
Stephanie Spornitz	780-842-9669

## Senior Administration

### Contact information:

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 E: central\_office@btps.ca  
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Bob Allen	Superintendent
Bob Brown	Secretary-Treasurer
Michelle Webb	Deputy Superintendent
Adelee Penner	Assistant Superintendent

